

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Big Question</b>	Why aren't all rocks the same?	What makes Forest Hill unique?	How was a Stone Age child's life different to mine?	How can I keep a plant alive?	How does life in Ancient Egypt compare to life today?	How can important people and places help us learn about Ancient Egypt?
<b>Writing to:</b>	Entertain	Inform	Entertain	Inform	Entertain	Persuade
<b>Text /stimulus</b>	The Promise by Nicola Davies	Jampires by David O'Connell and Sarah McIntyre	Stone Age Boy by Satoshi Kitamura	Information text	The Ancient Egypt Sleepover by Stephen Davies	The Great Kapok Tree by Lynne Cherry
						
<b>Outcome</b>	Setting description	Instructions on how to trap a Jampire	Time travel adventure	Non-chronological report about the stone age	Setting description	Persuasive letter
<b>Skills</b>	<ul style="list-style-type: none"> <li>*Use expanded noun phrases to add detail and description e.g. The dark, gloomy cupboard under the stairs</li> <li>*Capital letter and full stops</li> <li>*Commas to separate adjectives</li> </ul>	<ul style="list-style-type: none"> <li>*Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>*Use adverbials of time e.g after that, soon, next</li> <li>*Use the present tense to express actions happening in the present moment</li> </ul>	<ul style="list-style-type: none"> <li>*Fronted adverbials of time and manner an event occurs e.g Without a sound ...After a moment</li> <li>*Use commas after fronted adverbials</li> <li>*Use noun phrases to add detail and description</li> <li>*Use dialogue and inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>*Understand and learn from similar texts looking at structure, vocabulary and grammar</li> <li>*Write in third person consistently</li> <li>*Use conjunctions and pronouns to avoid repetition and add extra detail</li> <li>*Know the purpose of my writing and can use appropriate (technical) vocabulary and structure to match this</li> <li>*Use apostrophe for possession</li> </ul>	<ul style="list-style-type: none"> <li>* Extending the range of sentences with more than one clause by using a wider range of conjunctions, with a focus on co-ordinating conjunctions</li> <li>* Expanded noun phrases to add detail (recap)</li> </ul>	<ul style="list-style-type: none"> <li>*Use rhetorical questions to engage the reader</li> <li>*Use noun phrases to add detail and description</li> <li>*Use multi clause sentences by using conjunctions</li> <li>*Use modal verbs to convey urgency</li> </ul>
<b>Writing to:</b>	Entertain	Inform	Entertain	Inform	Entertain	Persuade
<b>Text /stimulus</b>	The Promise by Nicola Davies	The Santa Trap by Jonathan Emmett	Poems about the Natural World	Examples of care guides e.g pets	The Ancient Egypt Sleepover by Stephen Davies	The Great Kapok Tree by Lynne Cherry
						
<b>Outcome</b>	Story in a similar style to the Promise	Letter - warning Father Christmas about Bradley Bartleby's trap	Nature Poetry	Care guide for a plant	Narrative based on the book - The Ancient Egypt Sleepover	Persuasive letter + orally perform to an audience
<b>Skills</b>	<ul style="list-style-type: none"> <li>*Use expanded noun phrases to add detail and description e.g. The dark, gloomy cupboard under the stairs (2A Alan Peat sentences)</li> <li>*Capital letter and full stop</li> <li>*Commas to separate adjectives</li> <li>*Alliteration or similes</li> </ul>	<ul style="list-style-type: none"> <li>*Clear ideas organised into paragraphs</li> <li>*Use past and present tense consistently.</li> <li>*Use adverbials of time e.g Early in the spring,</li> </ul>	<ul style="list-style-type: none"> <li>*Start to use metaphor/ personification in my writing</li> <li>*Compose and rehearse sentences orally</li> <li>*Discuss the impact my writing has on a reader and edit for improvements</li> </ul>	<ul style="list-style-type: none"> <li>*Write in third person consistently</li> <li>*Use conjunctions and pronouns to avoid repetition and add extra detail</li> <li>*Know the purpose of my writing and can use appropriate (technical) vocabulary and structure to match this</li> <li>*Use the present tense</li> <li>*Use the possessive apostrophe with plural nouns</li> <li>*Progressive tense</li> </ul>	<ul style="list-style-type: none"> <li>*Use nouns and pronouns for clarity and cohesion</li> <li>*Begin to use paragraphs to indicate a change in time, place, a new character or a new event</li> <li>*Use and punctuate direct speech</li> <li>*Use adverbs ending in -ly</li> <li>*Use prepositions to express time and cause</li> </ul>	<ul style="list-style-type: none"> <li>*Use rhetorical questions to engage the reader</li> <li>*Use noun phrases to add detail and description</li> <li>*Use multi clause sentences by using conjunctions</li> <li>*Use modal verbs to convey urgency</li> </ul>
<b>Whole Class Reading</b>	Stone Girl, Bone Girl	The Pebble in my Pocket	Gregory Cool	The Green Ship	The Iron Man by Ted Hughes	Mouse Bird Snake Wolf
						